



Windmill Hill Primary School

Curriculum Plan 2016-18

Class: Mr East Year Group: 1/2

Subjects	Autumn 2016	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
English	Narrative 1- Stories from a familiar setting. Non Fiction - Instructions Narrative 2 - Traditional Stories Poetry Unit 1 - Patterns on the page.	Narrative 3 - Different stories by the same authors Non fiction - Explanations Non fiction - Instructions Poetry Unit 2 - Poetry, Really Looking	Narrative 4 - Significant authors Non Fiction - Non- Chronological Reports. Poetry Unit 3 - Poetry, Silly Stuff	Narrative 1- Stories from a familiar setting. Non Fiction - Instructions Narrative 2 - Traditional Stories Poetry Unit 1 - Patterns on the page.	Narrative 3 - Different stories by the same authors Non fiction - Explanations Non fiction - Instructions Poetry Unit 2 - Poetry, Really Looking	Narrative 1- Stories from a familiar setting. Non Fiction - Instruction Narrative 2 - Traditional Stories Poetry Unit 1 - Patterns on the page.
Mathematics	Number - Number and place value. Number - addition and subtraction.	Number - Multiplication and division Measurement	Geometry - Properties of shapes Position and direction Statistics	Number - Number and place value. Number - addition and subtraction.	Number - Multiplication and division Measurement	Geometry - Properties of shapes Position and direction Statistics

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Science	Uses of everyday materials.	Seasonal changes Plants	Living things and their habitats Animals including humans	Uses of everyday materials.	Seasonal changes Plants	Living things and their habitats Animals including humans
Computing	E-safety Computer programming	Multi-media and digital graphics	Presenting and interpreting data	E-safety Computer programming	Multi-media and digital graphics	Multi-media and digital graphics
Design and Technology	Designing, making and evaluate our own Christmas decorations.	Designing, making and evaluate our own magnets.	Designing, making and evaluate our own sandwich.	Designing, making and evaluate our own Christmas decorations.	Designing, making and evaluate our own magnets.	Designing, making and evaluate our own sandwich.
Geography	<u>The place where I live</u> Mapping Field work Enquiry and investigation Communications	<u>Explorers</u> Mapping Field work Enquiry and investigation Communications	<u>Buckets and spades</u> Mapping Field work Enquiry and investigation Communications	<u>The place where I live</u> Mapping Field work Enquiry and investigation Communications	<u>Explorers</u> Mapping Field work Enquiry and investigation Communications	<u>Buckets and spades</u> Mapping Field work Enquiry and investigation Communications
Art & Design	Portraits of themselves and people looking at artists Monet and Modigliani using drawing, painting and sculpture.		Abstract art looking at the artist Wassily Kandinsky. Children will use different techniques such as: colour, pattern, texture, line, shape, form and space.	Portraits of themselves and people looking at artists Monet and Modigliani using drawing, painting and sculpture.		Abstract art looking at the artist Wassily Kandinsky. Children will use different techniques such as: colour, pattern, texture, line, shape, form and space.

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<p>History</p>	<p><u>The place where I live</u> To use evidence to find out about the past. To build an overview of world history To understand chronology To communicate historically</p>	<p><u>Explorers</u> To use evidence to find out about the past. To build an overview of world history To understand chronology To communicate historically</p>	<p><u>Buckets and spades</u> To use evidence to find out about the past. To build an overview of world history To understand chronology To communicate historically</p>	<p><u>The place where I live</u> To use evidence to find out about the past. To build an overview of world history To understand chronology To communicate historically</p>	<p><u>Explorers</u> To use evidence to find out about the past. To build an overview of world history To understand chronology To communicate historically</p>	<p><u>Buckets and spades</u> To use evidence to find out about the past. To build an overview of world history To understand chronology To communicate historically</p>
<p>Languages</p>	<p><u>French</u> Look at colours and numbers. My birthday - introduction of months.</p>	<p><u>French</u> My House - name different rooms, features of the house, cutlery and food. My family - naming members of the family and their specific family.</p>	<p><u>French</u> Clothes, colours, weather, days of the week, actions, places and animals.</p>	<p><u>French</u> Look at colours and numbers. My birthday - introduction of months.</p>	<p><u>French</u> My House - name different rooms, features of the house, cutlery and food. My family - naming members of the family and their specific family.</p>	<p><u>French</u> Clothes, colours, weather, days of the week, actions, places and animals.</p>
<p>Music</p>	<p>Revision of djembe drums, agogos and ganzas. Concentrate on correct technique. More complex quick/ slow rhythms. Play on instruments. Look at the concept of pitch and get</p>	<p>Recap over rhymes. Play rhythms on djembes, agogos and ganzas. Progress to more complex rhythms. Learn how to hold notes. Observe the conductor's/ choir master signals.</p>	<p>Continue looking at complex rhythms. Look at very simple African and Samba rhythms. Learn more complex songs.</p>	<p>Revision of djembe drums, agogos and ganzas. Concentrate on correct technique. More complex quick/ slow rhythms. Play on instruments. Look at the concept of pitch and get</p>	<p>Recap over rhymes. Play rhythms on djembes, agogos and ganzas. Progress to more complex rhythms. Learn how to hold notes. Observe the conductor's/ choir master signals.</p>	<p>Continue looking at complex rhythms. Look at very simple African and Samba rhythms. Learn more complex songs.</p>

